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THE INAUGURATION OF
PRESIDENT NELSON

1918

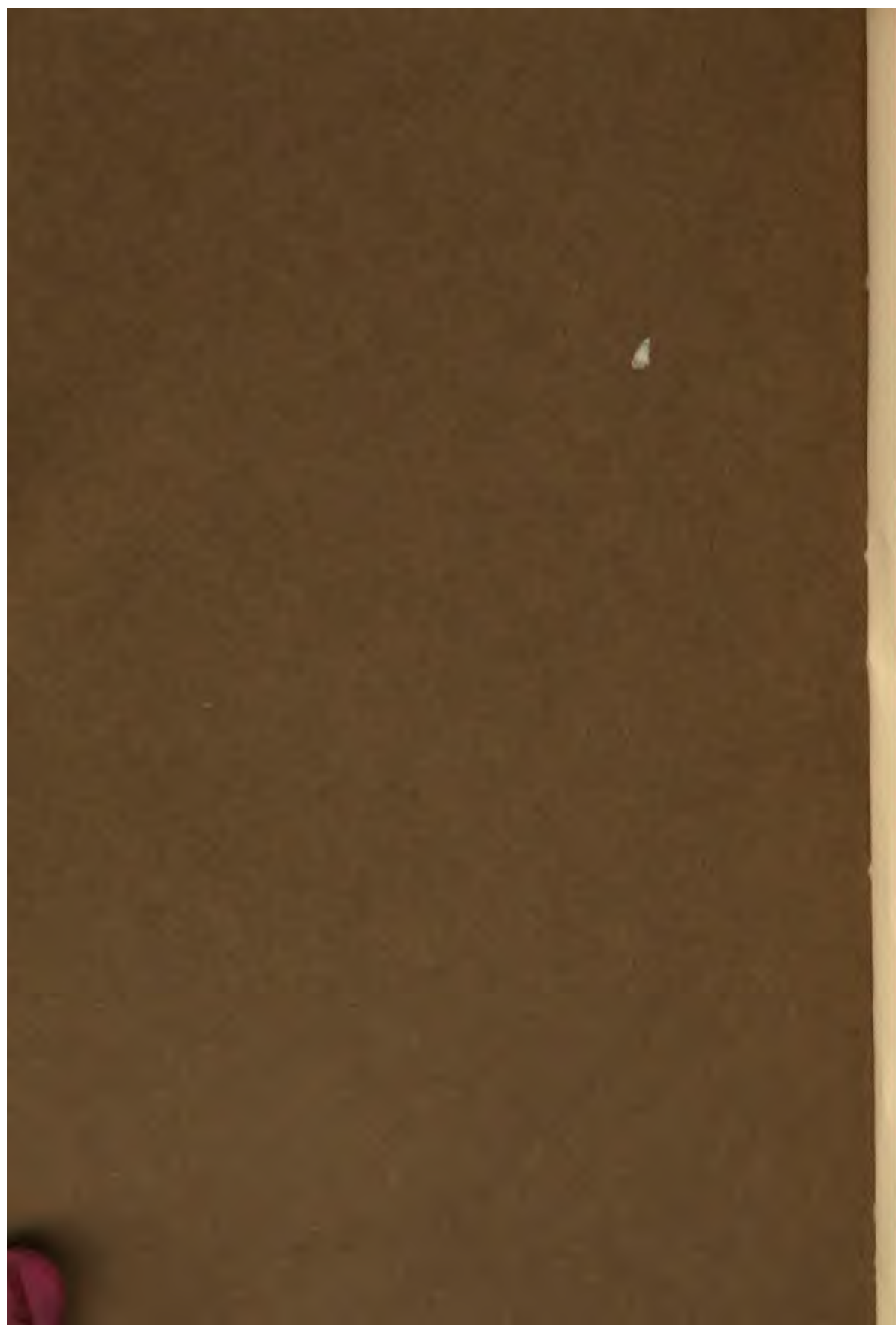


THE GIFT OF

Dr. Wilbur

R. L. Moore





SMITH COLLEGE
THE INAUGURATION
OF WILLIAM ALLAN NEILSON

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THE INAUGURATION

WILLIAM A. L. W. W.

S. A.



THE INAUGURATION
OF
WILLIAM ALLAN NEILSON
PH. D., LL. D.
AS PRESIDENT OF
SMITH COLLEGE

THE THIRTEENTH OF JUNE
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INTRODUCTORY NOTES

BIOGRAPHICAL

At a meeting of the Board of Trustees on September 14, 1917, William Allan Neilson, Professor of English at Harvard University, was elected President of Smith College, succeeding Marion LeRoy Burton, who had resigned to become President of the University of Minnesota. Though his inauguration was postponed until the following spring, President Neilson entered at once upon the duties of his office.

William Allan Neilson was born in 1869 in the village of Doune, Perthshire, Scotland, where his father was schoolmaster. He prepared for college at Montrose Academy, and was graduated from Edinburgh University with honors in philosophy. Receiving a travelling fellowship in education, he crossed the Atlantic and spent some time visiting schools and colleges in the United States and Canada.

During the next four years he was English Master in Upper Canada College, Toronto, a position he resigned in 1895 to enter the Graduate School of Harvard, where he held a Morgan Fellowship. After taking the degree of Doctor of Philosophy at Harvard, Mr. Neilson went to Bryn Mawr as Associate in English, returning to teach at Harvard in 1900. Four years later he was called to Columbia University, where he served as Adjunct Professor and Professor from 1904 to 1906, lecturing also in Barnard College. From 1906 to 1917 he was Professor of English at Harvard and Radcliffe. In the summer of 1909 President Neilson lectured at the University of California, and in 1914-15 in Paris at the Sorbonne as Exchange Pro-

fessor. At the close of his courses there he received the medal of the University of Paris in recognition of his services to the University in war-time.

President Neilson's activities in English scholarship have covered a wide field; he has lectured and published in the Mediæval, the Elizabethan, and the Modern periods. Apart from special articles, he has written these books: "The Origins and Sources of the Court of Love," a study in mediæval allegory; "Essentials of Poetry," lectures delivered at the Lowell Institute in Boston; "The Facts about Shakespeare" (with Professor Thorndike); and "Burns, How to Know Him," which has recently appeared. As editor he is responsible for a number of school editions of Milton and Shakespeare, for the new text of Shakespeare in "The Cambridge Poets," the only complete text constructed in America since Grant White's; for the "Chief Elizabethan Dramatists," and the "Chief British Poets of the Fourteenth and Fifteenth Centuries" (with Professor Webster). He is joint general editor of the Tudor Shakespeare; general editor of the series of Types of English Literature; and he collaborated with President Eliot in the editing of the Harvard Classics.

His most important work in the Harvard Graduate School has been the directing of research in the field of modern literature. He has been President of the New England Association of Teachers of English, Vice-President of the American Folk-Lore Society, and of the Modern Language Association of America, and he is a Fellow of the American Academy of Arts and Sciences.

CONCERNING THE INAUGURATION

At President Neilson's request, the Inauguration took place during commencement week, and was ob-

served with war-time simplicity. No invitations were extended to other institutions, and no honorary degrees were conferred. The only official guests were representatives of the Alumnæ Association and alumnæ clubs. On the evening before the Inauguration the *Carmen Sæculare* was sung by members of the Freshman class. The Inaugural Exercises were held on the morning of June 13, and were followed by a buffet luncheon for guests, trustees, and members of the faculty. In the evening President and Mrs. Neilson received both Inauguration and Commencement guests in the Browsing Room of the Library. Simple as these observances were, they were full of spirit and interest, indicating truly the rejoicing of Smith College in entering upon the new administration.

ORDER OF THE EXERCISES

ORDER OF THE PROCESSION
THE PRESIDENT AND THE PRESIDENT EMERITUS
THE GOVERNOR OF THE COMMONWEALTH
REPRESENTATIVES OF THE STATE AND THE CITY
THE TRUSTEES
THE SPEAKERS
THE FACULTY

ORDER OF THE INAUGURATION EXERCISES

ORGAN PROCESSIONAL

"Grand Chœur" Dubois

INVOCATION

The Reverend Laureus Clark Seelye, D. D., LL. D.,
President Emeritus of Smith College

THE INDUCTION OF THE PRESIDENT

On behalf of the Trustees of Smith College
The Honorable Charles Nathaniel Clark, A. M.,
Secretary of the Board of Trustees of Smith College

THE RESPONSE OF THE PRESIDENT

ADDRESS

Charles William Eliot, LL. D., M. D., Ph. D., President
Emeritus of Harvard University

HYMN

"O God, our help in ages past" . . . "St. Anne"
O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast,
And our eternal home!

Under the shadow of Thy throne
Thy saints have dwelt secure;
Sufficient is Thine arm alone,
And our defense is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting thou art God,
To endless years the same.

A thousand ages in Thy sight
Are like an evening gone;
Short as the watch that ends the night
Before the rising sun.

Time, like an ever-rolling stream,
Bears all its sons away;
They fly, forgotten, as a dream
Dies at the opening day.

O God, our help in ages past,
Our help for years to come,
Be Thou our guard while life shall last,
And our eternal home. Amen.

ADDRESSES OF GREETING

On behalf of the Commonwealth of Massachusetts
His Excellency Samuel Walker McCall, LL. D.,
Governor of Massachusetts

On behalf of the Faculty
John Tappan Stoddard, Ph. D., Senior Professor of
the Faculty

On behalf of the Alumnæ
Elizabeth Cutter Morrow, B. L., President of the
Alumnæ Association

On behalf of the Undergraduates
Alison Loomis Cook, of the Class of 1918, Former
President of the Student Council

CHORUS

"O Great is the Depth," from "St. Paul"

Mendelssohn

The College Choir

O great is the depth of the riches of wisdom and knowledge of the Father! How deep and unerring is He in His judgments! His ways are past our understanding. Sing His glory for evermore. Amen.

INAUGURAL ADDRESS

William Allan Neilson, Ph. D., LL. D., President of the College

THE STAR-SPANGLED BANNER

Oh, say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars thro' the perilous fight
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

Oh, thus be it ever when free-men shall stand
Between their loved homes and wild war's desolation.
Blest with vict'ry and peace, may the heav'n rescued land
Praise the pow'r that hath made and preserv'd us a nation!
Then conquer we must when our cause it is just,
And this be our motto: "*In God is our trust!*"
And the star-spangled banner in triumph shall wave
O'er the land of the free, and the home of the brave.

BENEDICTION

The Right Reverend Thomas F. Davies, D. D.,
Bishop of Western Massachusetts

ORGAN RECESSIONAL

Festal Song West

INVOCATION BY THE REVEREND LAURENUS
CLARK SEELYE, D. D., LL. D.

Almighty and eternal God, Who alone art wise, we thank Thee for that process of education whereby Thou seekest to make Thy children perfect as Thou art. We thank Thee for this College, for all that Thou hast permitted it to do and to be. We thank Thee for the far-sighted sagacity, for the faith and love of her who founded it, for the trustees, faculty, students, and benefactors who have coöperated to make it fulfil her high ideal. We thank Thee, O God, that it has outlived the derision and the distrust which attended its origin, and has justified itself by its fruits. Continue to bless and prosper it, enlarge its resources, increase its opportunities, so that here there may be given to those who are members of it an education which will fit them for the most efficient service, to the glory of Thee and of Thy works.

And now on this day, rich with so many precious memories and associations, we ask Thee especially that Thou wilt inspire him who has been chosen to preside over this College with Thy spirit, and wilt grant unto him those qualities of heart and of mind which will enable him to develop here the best qualities of an intelligent, virtuous womanhood.

Bless all similar institutions of learning. May they become still more effective agencies in elevating popular thought and sentiment so that men may gain an increasing knowledge of Thyself and may obey more loyally those eternal and immutable laws which Thou hast ordained for the government of the world.

O Thou King of Kings and Lord of Lords, look upon

the nations of the earth and teach them how resistless is Thy love, how absolute is the sovereignty of Thy power. Rebuke, we beseech Thee, all evil-doers; bring to naught the devices of wicked men; teach men the supremacy of righteousness, that war may cease, that men may dwell together as members of one family, through the brotherhood that has been revealed in Jesus Christ Thy Son. May all our rulers and governors, and legislators, be inspired by Thy spirit, so that our laws may be faithfully executed and those laws may be enacted which accord with Thy righteous will.

O God, Who art the author of peace and the lover of concord, in the knowledge of Whom standeth our eternal life, Whose service is perfect freedom; defend us Thy humble servants in all assaults of our enemies, that we surely trusting in Thy defence, may not fear the power of any adversary through the might of Jesus Christ our Lord. Amen.

**THE INDUCTION OF THE PRESIDENT BY THE
HONORABLE CHARLES NATHANIEL CLARK,
A. M., SECRETARY OF THE BOARD OF
TRUSTEES AND TREASURER OF SMITH
COLLEGE**

DOCTOR NEILSON: Sir, in the life of Smith College thus far two leaders have preceded you in the occupancy of its executive chair. Each had his own particular work to do and each did that work in his own inimitable fashion. In the course of time you have now been chosen as the third occupant of that chair. You have accepted that choice. You have entered upon the performance of the duties of such office, and it is now fitting that some public proclamation should be made of so important an event, and that you should be inducted with suitable ceremony.

We are met here this morning for that purpose; and now, Sir, in the name of the Trustees of Smith College, and by their direction and authority, I wish to tender to you the insignia of the office:—the charter, the seal, the keys. The charter, that instrument under which the College has received all its rights, powers, and privileges, and has accepted and agreed to perform certain reciprocal duties and services; the seal of the College, which stands, perhaps, as the most prominent factor in determining the validity of all corporate acts; the keys of the College, these keys literally giving to you an access to all those realms of knowledge which now properly come within the modern college course.

And now, Sir, in the presence of these assembled witnesses, and especially, as we believe this morning,

in the presence of the Commonwealth of Massachusetts, which is represented now and here by His Excellency Samuel Walker McCall, the Governor of the Commonwealth, and by His Honor Calvin Coolidge, Lieutenant-Governor of the Commonwealth,—the first one of our own Board of Trustees, the second our own well-beloved fellow-citizen—I tender to you these insignia of office. Take these, Sir, and with them take all the rights, all the powers which they symbolize and for which they stand.

And now, Sir, a single word only in congratulation of this opportunity for service which has come to you. Much has been done; the foundations have been laid. Some part of the superstructure that shall be has been reared, but how much is left for those who are the builders of to-day and those who are the builders of the future! Now, Sir, yours will ever be the initiative and the inspiration, and yours generally will be the lasting and the final decision. Be bold, Sir, be bold—be not too bold. You will ever have the cordial support of that vast number of people who are to-day interested in some one or more of the manifold phases of modern education. You will ever have the unfaltering support and fealty of undergraduates, of graduates, of faculty, of trustees. Hesitate not, as time and opportunity and action shall seem to require; take their advice, seek their aid, accept their comfort, and in all respects hesitate, hesitate not.

And now, Sir, may Aladdin's lamp and Fortunatus' purse ever be your companions in all coming events. William Allan Neilson, I proclaim you President of Smith College!

THE RESPONSE OF THE PRESIDENT

SIR: I accept these symbols of office at your hands. I appreciate the responsibility and the honor which they convey. I promise to fulfil that responsibility to the limit of my powers, and to pass on unsullied to my successor that honor which has been so worthily sustained by my predecessors. For your congratulations and good wishes I thank you.

ADDRESS BY CHARLES WILLIAM ELIOT, LL. D.,
M. D., PH. D., PRESIDENT EMERITUS OF
HARVARD UNIVERSITY

*In introducing President Eliot, President Neilson
said:*

Personally I have profound satisfaction in receiving my further ordination from one under whose leadership I have worked for many years; as President of Smith College I feel it a supreme privilege to welcome to this occasion the most august figure in American education in our time, the President Emeritus of Harvard University, Charles William Eliot.

The simple and solemn ceremony we have just witnessed marks, I think, the opening of a new period in the consistent development of Smith College. The Trustees have put at the head of the College, doubtless by well-considered design, a new kind of President. Thus far, in accordance with the policy of nearly all the endowed colleges in the United States, Smith College has had ministers as Presidents, both men of high intellectual attainments and noble aims, but holding the traditional attitude of the Protestant minister toward education and society. President Neilson is a layman, and by natural bent and early choice a professional teacher and scholar. He may properly be called a specialist; but his specialty is the English language and literature, a broad and generous subject in which it is well-nigh impossible for a competent student to become either narrow or one-sided. Moreover, the policy of Smith College in regard to English, including its requirements in Eng-

lish for admission, has had two plain results; the English Department has been more amply developed than any other, and has interested the students more than any other, as is demonstrated by the number of hours the students devote to English studies in both half-years. The original requirements for admission to Smith College were confined to Latin, Greek, and Mathematics, with some English grammar. Any one who compares those requirements for admission with the ample and varied requirements and suggestions as to preparation in English contained in the catalogue of the present year, and also observes the rich provision of instruction in English within the College itself, will realize that the action of the Trustees in selecting a thorough scholar in the English language and literature to be President of the College was highly appropriate.

I see another reason for believing that a new period in the admirable development of Smith College is now opening in the great increase in the number of occupations open to educated women which has taken place within the last ten years, and especially since the outbreak of the Great War in Europe. On this opportunity for beneficent progress in this institution I especially felicitate President Neilson. He has assumed untried duties and responsibilities in the hope that he may greatly serve American society by developing in Smith College, on the sure foundations already laid, ample and varied means of culture for young women who have previously enjoyed good teaching at their secondary schools and are looking forward to occupations which require a college training as preparation. The clear prospect of an expanding function for all colleges for women will encourage and inspire him; and I heartily congratulate him on this prospect. Let me repeat to him in this

favoring presence words which I addressed to President Gilman when he was inaugurated as President of Johns Hopkins University in 1876: "Knowing well by experience the nature of the charge which you this day publicly assume, familiar with its cares and labors, its hopes and fears, its trials and its triumphs, I give you joy of the work to which you are called and welcome you to a service which will task your every power."

Among the important new occupations that have recently been opened to college trained women some require an elaborate training in scientific subjects, such as chemistry, physics, bacteriology, and biology in general, others an especial training in language and literature, others in economics, and finance, and still others in the fine arts. Women have proved themselves admirable assistants to physicians and surgeons, to public health officials, and in laboratories where scientific researches are conducted. They are now employed, especially since the outbreak of the War, as tellers and accountants in banks and insurance offices, as principal buyers in many wholesale and retail shops, and as floor-walkers. Writing for journals, weeklies, and magazines has become a professional occupation for competent women. They have also proved themselves fit for much of the work that goes on in architects' and landscape architects' offices. These are all fields which but a few years ago were occupied only by well-trained young men. For these occupations a secondary school cannot give a sufficient training. In the future there will be a large field for educated women as matrons in hospitals, sanatoriums, and asylums, as superintendents of prisons and reformatories for women, and as social workers in connection with hospitals, dispensaries, factories, and the public health services. The pres-

ent service of the Smith College Unit in France illustrates admirably the nature of the contributions which educated women should be prepared to make to the public welfare in normal times, and in cases of great public calamity by flood, drought, conflagration, tempest, pestilence, or earthquake. For some years past it has been obvious that women of good judgment and adequate education make efficient and successful officers and agents of the innumerable private societies, associations, or leagues through which the American people are in the habit of accomplishing the greater part of their relief and reform work, and all of their pioneering work in these directions. To prepare young women for these callings is to be a more and more important part of the function of the woman's college. Hence a large development in women's colleges of the practical teaching of chemistry, physics, biology, and applied mathematics, and of the scientific method of reasoning and habit of thought. Hence, also, an increased attention on the part of students in women's colleges to economics, public health, and industrial and social ethics. Among the appropriate occupations open to her the intelligent college graduate will choose that one which is the most congenial and wholesome for her, and will best prepare her for the commonest occupation of normal women, the production and care of a family.

It will be a clear duty of Smith College during the coming decade to use to the utmost its influence over elementary and secondary schools in order to bring about certain indispensable changes in their programmes and methods of instruction. The industrial strife, which has been waged in this country and the freer European countries for a generation past, has demonstrated the need of large improvements in popular education; and the War has greatly inten-

sified this need. Many changes in the selection of subjects, and in the proportion of time to be allotted to the several subjects are urgently needed; and new methods of instruction and discipline are indispensable, if the schools are to respond adequately to the obvious needs of the people.

Since this country went to war with Germany, the American people have learnt with dismay how common grave physical defects are in children and in young men of the military age. They have learnt that the medical examiner, school nurse, and district nurse must be made regular members of every school system in the country, and that all these agents must steadily enlighten their communities in regard to nutrition, housing, town-planning, community cleanliness, and the means of resisting the spread of contagious diseases. They have learnt, since America has been called on to supply with food several of the European nations which are at war with Germany, that their own diet has been for generations badly selected and grossly extravagant, and that there is no permanent remedy for this serious evil except the universal teaching in the schools of so much chemistry, physics, and biology as is necessary to an understanding of the principal elements of a complete diet and of all the processes of family cooking.

The disappointing physical condition of drafted men, and the fact that a large proportion of the recruits called to the colors lacked proper muscular development and a good carriage have convinced the American people that the National Government, state governments, and the municipalities combined should provide and enforce a full programme of physical training for all children between the ages of six and eighteen, in order that the national industries may be made more productive and the young men who are to

fill the permanent army and navy of the United States may come to the annual mobilization at twenty years of age with bodies already fit for the work of a soldier or sailor. Congress and the State legislatures will respond to an energetic public opinion led by those colleges and universities which, like Smith, are accustomed to pay attention to the physical training of their students, and by those industrial corporations which have discovered that they need workmen of sounder physique.

The whole American people need to be taught that the present shocking waste of infant life can be prevented through the improvement of the public health service and the diffusion of the knowledge of the elements of community and personal hygiene through all classes of society; that such destructive scourges as tuberculosis, alcoholism, and venereal disease can be successfully resisted if the schools, colleges, and churches will coöperate to overcome the dense ignorance and recklessness which prevail on these subjects. All the educational forces of the country must unite to deal energetically with those remediable evils, and all school children must be taught whatever amounts of chemistry, physics, and biology are needed for the comprehension of the nature of these evils and of the remedies for them. The medical profession, the nursing profession, and the schools and colleges which prepare men and women for the practice of these professions and for teaching have great responsibility in this regard.

It will be natural and legitimate for Smith College to use its influence as strongly as possible to bring about one much needed reform in American elementary and secondary schools, namely, the systematic imparting of some skill of eye, ear, or hand to every pupil; for this College has from the beginning

paid more attention than has been paid in most colleges to music, art, and the laboratory method of teaching science. As yet there has been no strong national movement towards making the attainment of some skill by each individual pupil a leading object in every American school, elementary or secondary, public, or private. Most graduates of colleges for men possess no manual or ocular skill whatever; or, if they do, they owe that possession not to their school or college but to some sport or personal taste quite outside their college discipline. In particular, every pupil in the American schools should learn mechanical drawing and the elements of freehand drawing, and should learn to sing.

It will be peculiarly appropriate for Smith College to take part in this nation-wide campaign for the reconstruction of American school programmes; because Smith College has during its short life of only forty-four years increased to a remarkable degree its influence on schools through wise changes in its own requirements for admission. The wisest of these changes goes into effect next year. In the Catalogue of 1917-18, under the heading "Admission by certificate from schools accredited by Smith College, the New England Certificate Board, and the North Central Association," stands the significant statement "This method will be discontinued in 1919." The range of subjects through which admission to Smith College could be obtained was at first narrow but is now broad. It will hereafter, as in the past, be in full sympathy with the College Entrance Examination Board, an organization capable of exerting a strong influence on the secondary schools of the country.

Another important function of Smith College will be to take active part in introducing into all American schools certain new methods of instruction and dis-

cipline which have already demonstrated in some exceptional schools their superiority to former methods.

The new methods depend for success on the personal force and sympathetic quality of the teacher; but they may be expressed in rules or formulæ as follows:—

Reduce the amount of book work and mere memorizing.

Teach all subjects, wherever possible, from actual objects to be accurately observed and described by the pupils themselves. Cultivate every hour in every child the power to see and describe accurately.

Relate every lesson to something in the life of the child; so that he may see the application and usefulness of the lesson and how it concerns him.

Teach groups of subjects together in their natural and inevitable relations. For example, teach arithmetic, algebra, and geometry together from beginning to end. Do the same for economics, government, and sociology, and for history, biography, geography, and travel. Associate reading, spelling, and composition, and make sure that every child enjoys reading, and sees the object of having his own compositions correctly spelt. Teach chemistry, physics, biology, and geology all together through five-sixths of the total school course; because these subjects are generally found working in intimate association in most natural processes of growth, decay, creation, or extinction, and are separable only for advanced pupils who need to understand the man-made theories and imaginings which have proved serviceable guides in experimentation and research.

Make the training of the senses a prime object every day.

Enlist the interest of every pupil in his daily tasks, in order to get from him hard and persistent

work. Only through interest in work comes power of mental application, and afterwards success and content in productive labor, labor which, however, can never be free from tiresome routine or from oft-repeated exertions.

Train every pupil to active participation in every school exercise by looking, listening, speaking, drawing, and writing himself. Each pupil should be active not passive, alert not dawdling, led not driven, but always learning the value of coöperative discipline.

Use in schools such stimulating competition as both children and adults use in sports and games to increase their enjoyment of them.

Give every pupil abundant opportunities to judge evidence, to determine facts, and to discriminate between facts and fancies.

Reduce class work and the size of classes.

Increase individual work. Aim at variety in pupils' attainments and in rate of promotion, and therefore at frequent sortings and shiftings among the pupils. A uniform or averaged product should bring emphatic condemnation on any school.

How plain it is that to carry these principles into practice in all American schools from bottom to top will require many years, much more money than the people has heretofore been accustomed to spend on education, and much effort to train a new kind of teacher by the hundred thousand. The colleges of the country must systematically urge these principles on the attention of the American public, especially the women's colleges, because an immense majority of American school teachers are women, and also because mothers always have more to do than fathers with the training of children.

A fair proportion of Smith College graduates ought to become teachers in secondary schools and

normal schools. It will be an important part of the work of the College to send out every year a band of teachers who are in full possession of these new methods and will propagate them.

It is no longer necessary for Smith College to provide proof that young women in good health can take a four years' college course without impairing their physical vigor, or that women can excel in the studies which formerly made up the prescribed course in colleges for men, or that separate colleges for women are to be preferred to colleges for men and women together, or that a broad elective system is even more advantageous to young women than to young men. These questions are settled now, and are no longer discussed. They were not settled in 1879, when the first Class graduated. The Trustees and Faculty of Smith College under the leadership of their new President will be able to devote their attention to the improvement of instruction and the promotion of scholarship within the institution, and to contributing to build up a greatly strengthened American system of public instruction.

The attention of the authorities of the College is not likely to be withdrawn from these high objects during the War and for some years after the peace by calls to raise money by general subscription for new grounds and buildings. The times will probably be unpropitious for such undertakings. Even in these calamitous and anxious times, however, the endowment of the College may be increased by old bequests and by gifts from rich men and women who have the intelligence and the public spirit to convey some of their taxable income to untaxed educational institutions which have permanence and large powers for good.

Because of the raising of the tuition-fee, begin-

ning with the Class which will enter this summer, it is much to be wished that the number of scholarship funds held by the College should be increased. At the Commencement dinner at Harvard in 1876, a year of wide-spread business depression and some national mortifications, I told the assembled Alumni the following story of the foundation of a new scholarship in Harvard College:—

"The Levina Hoar Scholarship for the town of Lincoln is the gift of an aged woman, the last of her generation, who died last Winter, surviving but a few years a sister who had been her companion through a long, frugal, laborious, and estimable life. The sisters had received from their father, many years ago, the modest inheritance of \$2,000. When Levina Hoar died, she left \$4,500, her whole property, except a few mementos of affection for near relatives, to Harvard College, wherewith to maintain a scholarship which should by preference be given to students from the town where she had spent all her days. This is the fruit of plain living and high thinking. There shine the virtues by which our country has been created, by which it must be redeemed—industry, soberness, frugality, public spirit, and the love of home, of learning, and of honor."

I think it must be an abundant source of satisfaction in working for Smith College as President, trustee, or teacher that the College sends year by year into American society a stream of young women well-fitted to be the equal mates and effective comrades of pure, vigorous, courageous, reasoning, and aspiring young men. The future of the American state depends on the future of the American family. The quality of any nation's civilization is best exhibited in the way it treats women. Democratic America accepts Emerson's definition of marriage—

"a tender and intimate relation of one to one"—and adds the principle of equality between husband and wife. There is no such thing, of course, as equality in natural gifts; but approximate equality in respect to educational advantages can now be secured for daughters by thoughtful parents, or the daughters themselves. The colleges for women contribute largely to the establishment in practice of that educational equality; and therefore a great future lies before them.

THE ADDRESS OF GREETING ON BEHALF OF THE
STATE OF MASSACHUSETTS BY HIS EXCEL-
LENCY SAMUEL WALKER McCALL, LL. D.,
GOVERNOR OF THE COMMONWEALTH

PRESIDENT NEILSON, PRESIDENT SEELYE, AND
PRESIDENT ELIOT—A NOBLE TRIUMVIRATE,—AND
LADIES AND GENTLEMEN:

There are many things in the history of Massachusetts that we esteem are her glories, and you would hear a good deal more about them if we were not such a modest people. There, for instance, was the little landing, the little settlement at Plymouth, and the enormous effect that it had in the development of the institutions of America. And then there were the preliminaries to the Revolutionary War—Lexington, Concord, and Bunker Hill, and the other things that came during the War. And then the work that was done by the Massachusetts men in the development of the idea of the nationality of America; and then the work of the Massachusetts men and women in favor of the abolition of slavery; the work they did in literature, and for the preservation of the Union, and what they have done for the betterment of the condition of the masses generally and the improvement of the condition of the workers. These are things that we esteem, as I said, to be her glories, and that have helped make the name of Massachusetts luminous in history.

But among the glories of the Commonwealth, there is none that shines more brightly than the glory that gathers about the things that she has done for the cause of education. Upon the foundation of her system of public education have been built up a

great number of institutions, many of them of world-wide fame; and so the small area of the Commonwealth—some eight thousand square miles—is dotted over from Cambridge to Williamstown with high institutions of learning, and they are to us a very great source of pride.

But these institutions were founded almost entirely for the men. They had been developing for two or three hundred years, and the higher education seemed to be an exclusive prerogative of the men. Under the old system the men were supposed to do everything that was done in the world. They had a monopoly of making all the blunders, and the women had the opportunity of going off, perhaps in a corner, and of suffering over the misdeeds of men. And the men would look on, and they would feel sorry, and that is the way they would get their suffering. But there were a few adventurous men and women who believed that women had a right to higher education just as much as the men. And so they went to work to bring it about, and they have brought it about. At the outset they had to overcome prejudice, and they went at the work very grimly, a good deal as they would go to work to emancipate slaves or to carry the Gospel to the heathen. But when it finally got to going, it proved such an instant, happy, and brilliant success that the women's colleges in their brief day have overtaken the men's colleges, and it seems to me that they are likely to outstrip them.

Massachusetts has reason to be especially proud of her women's colleges. There are Radcliffe and Simmons, and Wellesley and Wheaton, and some other colleges in the east, and then upon the banks of this most beautiful of rivers there is Mount Holyoke,—and there is you. I cannot say much to you to your faces about yourselves, unless by way of admonition,

and that you do not deserve. There is no special object in flattering you, because you do not vote. But there is nothing more beautiful—if I were talking to other people I would say this—there is nothing more lovely or more queenly in all this fair sisterhood of colleges, than Smith College. It is so lovely that it makes even its name lovely, and almost unique.

We are very proud of this College. It has had a noble record. President Seelye was the directing genius for a generation. He managed its affairs like a great educator, and he also showed the vision of a great statesman. He would have made a great chancellor of the exchequer of any country in the world. I doubt if there is another educational institution anywhere that continued for thirty-five years without any deficit. And then he was succeeded by a man of fine administrative talent; he was succeeded by Doctor Burton. And these two men have transmitted the College to their successor, who is being inaugurated to-day and who receives a college that makes a more nation-wide appeal, if we may judge from the places from which its students come, than any other college in America. This College draws to itself the daughters of men on the Pacific coast and from the far South, and, I believe, from almost every state in the Union.

I believe that the College is going to be safe in his hands, that he is going to give it an administration worthy of his predecessors, and I am glad to be here to-day as the governor of the Commonwealth to express the interest of her people and the pride that they feel in this institution of learning, and to wish to it and to its new President continued prosperity and Godspeed.

THE ADDRESS OF GREETING ON BEHALF OF
THE FACULTY BY JOHN TAPPAN STODDARD,
PH. D., SENIOR PROFESSOR OF THE FACULTY

PRESIDENT NEILSON, LADIES AND GENTLEMEN:
I ask you and the President to turn for a moment from the affairs of state to those of our immediate Commonwealth. It is my privilege, as "ancient" of the faculty, to present to you to-day their greetings and welcome on this occasion of your formal introduction to your high office. Fortunately we are not strangers. In the months of the genial exchange of faculty meetings and in other intercourse we have become acquainted, the faculty and you. And we have, on the whole, been satisfied. You at once won our affection and regard. In these months you have found opportunity to satisfy yourself, undoubtedly, in some degree, as to what sort of institution you have come to and what sort of faculty you have to deal with. You have had experience with many faculties. I presume you find us not so different from the faculties of other institutions where you have been. Our group reactions are probably very much like those of other faculties. Like other faculties, we have our individual virtues, which are conspicuous, our faults as adroitly disguised as possible, and our idiosyncrasies which are patent to all the world. But in one thing I think you have found us united. And that is in our belief in Smith College and our loyalty to the institution that we are trying to serve. A few of us, Mr. President, were here in the early days, when Smith College was considered a very doubtful experiment. We are proud to have lived during those days, and to have assisted in some small

way that wise and resourceful experimenter, our honored first President, as he overcame the difficulties which presented themselves and by nice adjustments and skilful direction, achieved the great success which the world now finds in this institution.

You have come into a goodly heritage. There are, however, problems still to be solved. Education is not an exact science. No mathematical equation has yet been found which exactly and completely formulates the relations between student and teacher. In these new days, in these strange days, when the ordinary values are altered, we find ourselves confronted with new and unusual conditions. It is our belief, Sir, that, with your wide experience in teaching, with the qualities which you have already shown us, we have found in you a leader who will help us toward the solution of many of these new problems. You will find us all eager to help you still further to perfect the structure so well established by your predecessors, and we shall hope to make Smith College, with your help, an increasingly potent factor in fitting young women for life and for service.

THE ADDRESS OF GREETING ON BEHALF OF
THE ALUMNÆ BY ELIZABETH CUTTER MOR-
ROW, B. L., PRESIDENT OF THE ALUMNÆ
ASSOCIATION

LADIES AND GENTLEMEN: It had been my plan to speak this morning about the relation of the alumnæ to the President and to the College, but I am a little disconcerted by a conversation overheard on the campus yesterday. An alumna of some years' standing and a very young undergraduate were discussing that eternal question; what constitutes the College? They brushed aside easily the President, Faculty, and the Trustees, but the real tug of war came when the alumnæ and the undergraduates were reached. "But there are so many of us," argued the alumna, "can't you see that we are and always *shall* be the College?" "You *were* the College," retorted the undergraduate, adding with a kind of lofty pity, "The only trouble with the alumnæ is that they don't know their place. They should be put in it!"

Perhaps we do not know our place. It is a grievous charge, for so many women in the wrong place must be terribly in the way.

In speaking for the alumnæ of Smith College to-day I represent seven thousand women. If the non-graduates of the College be added, the number rises to ten thousand six hundred women. It is difficult to think of us as detached persons. We have three thousand one hundred husbands, and four thousand four hundred children. Many of us can say with the patriarch, "With my staff I passed over this Jordan, and now I am become two companies."

But it is not number alone that overwhelms me, but the diversity of types and times and places represented in the thirty-nine classes, going back to the first class—the “immortal eleven” of 1879—coming down to the four hundred and one seniors who are graduating to-morrow. There are Smith Alumnae in every one of our forty-eight states, and in twenty-four foreign countries. We have forty-five clubs of alumnae in this country, and one in Japan. Every profession and almost every form of work claims Smith women. We are authors, architects, archæologists, builders, bakers, doctors, deans, carpenters, farmers, jewelers, statisticians; we are police women, we are post-mistresses; we can say that we are doing almost everything from writing plays to running walnut ranches. Many of us are just plain married women, who are a little puzzled in filling out the numerous questionnaires which are sent these days to college graduates. It is a little difficult to state our “exact daily occupation,” and a little sad perhaps to be obliged always to answer to the question “What profession?”—“I have none.” All these varied women, representing so many different places and pursuits and aims, are gathered in membership in the Alumnae Association, which was formed thirty-seven years ago. Its object is stated: “To further the well-being of the College and its graduates.” The Phelps Memorial Library, the L. Clark Seelye Library Fund, the Alumnae Gymnasium, the Infirmary,—all these and more are reminders of the real devotion of the alumnae to the College. But in this time of war I prefer to speak of money raised by the alumnae which cannot possibly return to us in bricks or books, and to speak of service that is being rendered beyond our own College doors. Smith women have more than once been pioneers. In 1887 four alumnae started the

College Settlement work which has done so much good in our large cities. Last July sixteen Smith College alumnæ left this country to do relief work in the devastated districts of France. They were the first college women's unit to serve abroad, and their work has proved so valuable that other units of college women have been asked for and are being sent across the water. Our education is thus standing the supreme test of being transplanted to foreign soil. I should like to think that this latest work of the alumnæ is typical of them and of their relation to the College. In a great need we saw a new form of service; we showed it to the College and now alumnæ and undergraduates together are supporting that work. I think that we, unlike the early Christians, should be *of* the college world but not *in* it. From the vantage point of years we should be able to show the undergraduates new opportunities, and with a kind, I trust not a meddling, finger, we should be able to point out to them new paths of usefulness.

As to our place, President Neilson, we want to stand behind you, helping you to carry out every plan you may have formed for our College. That is our choice, but we have such confidence in you, and we bring you this morning such real loyalty, that—although the undergraduate may not believe it—we are even willing to have you put us in our place!

THE ADDRESS OF GREETING ON BEHALF OF
THE UNDERGRADUATES BY ALISON LOOMIS
COOK OF THE CLASS OF 1918, FORMER PRESI-
DENT OF THE STUDENT COUNCIL

To us, who have spent three years of our college course under President Burton, and had this our final year with President Neilson, has come a most unusual opportunity, for we have known not only the inspiration of the past, but the promise of the future. We graduate from college, not with a feeling that we are leaving behind a period that has closed and that the College enters upon a new era in which we have no part, but with the unshaken assurance that the years to come will be only greater and more glorious than those that we have known. At the very first meeting of the fall, when President Neilson spoke to us of the Relief Unit and said, "We must carry on," he sounded a note of coöperation and support in all our interests that we have been able to count on ever since.

This has been a year which for many reasons has been different from all others. There have been distractions and problems. We have felt them in every one of the activities of our student life, and many of us have felt that we could not have found our way through them but for his guidance and advice. It is with a deep feeling of love and assurance that we tell President Neilson of our gratitude for our share in his first year at Smith and wish him all success for the years that are to come.

THE INAUGURAL ADDRESS BY WILLIAM ALLAN
NEILSON, PH. D., LL. D., PRESIDENT OF THE
COLLEGE

YOUR EXCELLENCY, PRESIDENT ELIOT, PRESIDENT SEELYE, MEMBERS OF THE BOARD OF TRUSTEES AND OF THE FACULTY, ALUMNÆ, STUDENTS, AND FRIENDS OF THE COLLEGE:

An occasion such as the present calls for some statement of purpose and policy. However modestly the president of an educational institution may regard his function, however profoundly he may be convinced that it is the teachers and the taught who make the college, and not the administrative officers, he cannot shirk the responsibility of forming definite ideas as to the general aim, and of framing methods by which this aim may best be accomplished.

In the present instance such a statement might seem to be of less than usual importance in view of the distinguished success of my predecessors. The soundness of the principles laid down by President Seelye, the extraordinary degree to which he succeeded in giving form and application to these principles, the brilliant achievement of President Burton in carrying on their development, and the appreciation by the country of the value of the educational opportunities created by these two men—all these might be taken as justifying their successor in conceiving his duty as one of tending a well-running machine and in general of keeping his hands off.

But the two leaders whom I have the honor to follow would be the last to contemplate with satisfaction the lapsing of Smith College into a state of

unprogressive complacency. The college that regards itself as having reached the limit of improvement is in a dangerous way. The growth in numbers, the advance in general educational ideas and methods, the changes in the position of women in the community, all call for a perpetual reconsideration and readjustment of our organization and procedures. And at the present time, the revolutionary changes, social, industrial, economic, even ethical and religious, which may be expected from the cataclysm which is even now shaking the world, promise to make demands from those responsible for the education of the next generation for a power of adaptability and a breadth of vision such as have perhaps never been exacted in modern times.

In the midst of war, Great Britain has taken up the problem of remaking its educational system, and in the remarkable bill introduced in the House of Commons this spring there occurs an interesting passage. The desire of those drawing up the measure is stated to be to develop a stronger nation with broader human sympathies, "by offering to every child the opportunity of enjoying that form of education most adapted to fashion its qualities to the highest use." The principle which underlies this ideal is one to which most people would give immediate assent, but which is yet lost sight of in much of the controversy on educational aims. The idea of democracy does not require the application of the same educational processes to all. Rather it recognizes the variety of human beings and demands that a variety of educations be contrived to make available for each the means of enabling him to reach the limit of his possibilities. The type of education offered by such an institution as ours is a costly one that can never be enjoyed by more than a small minority, and it is and will be necessary to de-

vote energy and ingenuity to devising means of selecting those students whose abilities entitle them to this particular opportunity. Birth and wealth, pious aspirations and social ambitions have no claim to special consideration,—this career should be open to talent and character, and to talent and character alone. It is a betrayal of our trust and a cheating of those who have a right to be here to allow our classrooms to be cluttered by the unfit, to tolerate in the academic community those whose presence lowers the moral tone or reduces the intellectual life to mediocrity.

The old Scottish communion service used to be preceded by a preliminary exercise called "the fencing of the tables," in which the unworthy were warned not to approach. These introductory remarks on the selection of the guests at our academic board may be regarded as a kind of fencing of the tables. But what is the nature of the feast to which the worthy are invited? How are we to conceive the educational opportunity which such a college as this should offer?

A generation ago the leading thinkers on such matters were roughly to be classified as belonging to two camps: the scientific and the classical. The progress of scientific investigation throughout the nineteenth century had been so rapid, and its results, both practical and theoretical, had been so dazzling, that its exponents were asserting more and more boldly their demands for a larger share in the time and resources devoted to the education of youth. The utilitarian character of the age and the weakness of opponents debilitated by a long period of scholastic privilege combined to insure a large measure of success to these champions of modernism; yet the defenders of the older culture held many points of vantage, and the war ended for the time in a compromise. But it was a truce, not a permanent peace. Every few years the

quarrel is reopened, with changes in the terms and in the precise form of the issue, but at bottom with the same old antagonists. It is at least as old as Aristophanes; it is the war of the ancients and moderns which rent the France of Boileau and Perrault; it is the battle of the books of Swift; it rages to-day in the pages of the *Atlantic Monthly* where the rival hosts are led by Mr. Abraham Flexner and Professor Paul Shorey. It will probably never disappear, since it is based upon a conflict of temperaments; and as long as human nature remains as we have known it, its variety will provide a succession of irreconcilable opponents.

But educational institutions cannot rest with such a deadlock as this, nor ought they to be satisfied with an arrangement in which the curriculum is determined by an accommodation based on the relative voting power of the rival parties. What is needed is not a debate where each seeks to score on his opponent by the brilliance of his dialectic, but an examination by each of the strength rather than the weakness of the contrary position, with a view to reaching a synthesis which will combine the contributions of either school and provide a new and richer discipline.

The educational value of science is quite different from its economic value. It is to be studied in institutions like this which aim at contributing to the perfecting of the individual, not because it makes men richer or life more comfortable, but because it helps to explain the world we live in, to make nature more intelligible, and to teach the student to grasp one kind of truth. "It also," to quote a great English scholar, "gives man an escape from the noisy present into a region of facts which are as they are and not as foolish human beings want them to be; an escape from the commonness of daily happenings into the remote

world of high and severely trained imagination; an escape from mortality in the service of a growing and durable purpose, the progressive discovery of truth." The handling of the measuring glass and the dissecting knife is not merely a cultivation of the hand and eye, it is a training in the indispensable quality of precision and begets a moral disgust at slovenly inaccuracy. These are things which even the classical scholar cannot afford to despise unless he wishes to undermine his own foundations.

The educational value of the humanistic discipline on the other hand, lies fundamentally in its power to open to us the past, to make available for our life to-day the results of the efforts of generations of men to solve the problem of living together and to see life as a whole. Thus it includes not merely, not even primarily as is often assumed, the learning of Latin and Greek, but the history of earlier civilizations and what is meant by philosophy in the broadest sense. In it, as thus understood, there is no antagonism to science. The science of past ages is within its scope; the science of to-day is only the latest chapter.

The method, of course, is different. Modern science deals with natural phenomena, and with the apparatus of observation and experiment employed to find the nature and laws of these phenomena. Humane studies are for the most part book studies: the medium is the written and printed word. Facts are involved here also, as thought and imagination are involved in scientific investigation; but the main theme is men, not things, and the way men have conceived the relation of things.

From this statement it appears that for the balanced development of the individual both sets of values are indispensable, and the quarrel persists partly because each has at times been untrue to itself,

partly because each has misrepresented the other. The scientist sometimes forgets the honor of his calling and dogmatizes when he ought to teach the method of ascertaining facts, sometimes degenerates into the mere collector and forgets to ask those questions the hope of answering which is the justification of his task. And he has sometimes sought to discredit his opponent by fixing attention upon his failure to attain his aims when truth required the honest investigation of these aims themselves.

To the blame attaching to the classical party I propose to devote more detailed attention—first, because they have come nearer wrecking their own cause than the scientists, and, second, because as a humanist by training and tradition I feel more bound to try to contribute, however humbly, to the solution of a problem which is approaching a critical stage. For there is no use disguising the fact that the study of the classics, which has claimed to be the central citadel of humanism, is in perilous plight. Despite academic privileges and bonuses, the students of to-day who continue to study Latin and Greek beyond the point of compulsion are becoming fewer and fewer; and the majority of the faithful few may be discovered on inquiry to be prompted by the desire for a livelihood rather than a larger life.

The foundation of the revolt against the classics is a wide-spread indignation at being cheated. Hundreds of thousands of students have spent the major part of their studying time for years upon two languages with the implicit understanding that they would finally have access to two great civilizations through reading the records in the original tongues. They paid the price in time and energy and at the end they did not get what they had paid for. They could not read Latin or Greek, or could not read either with

such a degree of ease or pleasure as to induce two per cent to keep it up. They were indignant, I say, and the inevitable revolt came. When the fight was on they did what all belligerents are tempted to do, they annexed many additional grievances and laid hold on all the weapons within their reach; but the fact remains that they revolted because they had been cheated.

Everyone must admit that for the professional scholar of language or of the antique civilizations the mastering of the tongues is essential to thoroughness and to self-respect. Let us continue by all means to insist on this so that the prospective scholar may begin his laborious task in time. But let us be clear that within the select group of the college-trained this is the necessary equipment of a still more select group; and do not let us pretend that a man cannot be cultivated without an accomplishment that most cultivated men will confess they do not possess.

Having been, I hope, quite clear on this matter of the linguistic mastery of Latin and Greek, let me hasten to add that I am a profound believer in the classics. I am prepared to maintain that a knowledge of Greek and Roman literature and civilization should be a part of any broad scheme of cultural education; that such a knowledge is, with one possible exception, the most necessary part. That exception is Hebrew literature and civilization. But the teachers of this subject have never forbidden us to read the Bible or study the history of the Israelites until we had mastered their language. The barrier which has shut off generations of students from a knowledge of classical civilization has been the classical teacher's infatuation for the subjunctive. The deadly enemy of the classics is not science, or mathematics, or modern literature; or vocational utilitarianism; it is linguistic

fanaticism, the insistence that no one shall enter these fair domains save through the one door of language.

For there are other doors. In the time spent in the usual attempt to master Latin and Greek a student could read in translation most of the literary masterpieces of antiquity, could acquire a fair knowledge of the history and politics of the Greeks and Romans and of their mode of life, could be introduced to the sculpture and architecture of Athens, to the great achievements of Rome in law, in colonization, in public works; and could learn enough of their religion and mythology to appreciate the allusions in modern literature better than the student of the languages who has plodded through only some dozen books. I am perfectly aware of the inferiority of translations to originals—if the originals are read by one who has really mastered them. My claim is that if the classical contribution is to be saved for modern culture, it is to be done by candidly facing the failure of the present method for the general student, by availing ourselves freely of those means of access to the past that do not require a command of the languages, and by recognizing that that rare enjoyment which is derived from reading the masterpieces of antiquity in the original tongue so as to savor the subtler qualities of style is bound to be the privilege of a very few even among college men and women.

I cannot take time here to discuss the difficulties to be overcome before this more rational method of making ancient culture accessible can be generally adopted. The chief obstacle, if I may say it without offense, is the scarcity—the scarcity, not the absence—among classical teachers of men and women with an interest in ideas and a power of teaching literature as literature and not as grammar. It is not that teachers of Latin and Greek are less able than others;

the difficulty of the studies they have mastered disproves that. It is rather that tradition has so long led to their preoccupation with syntax that they have seldom developed their capacity for handling ideas in a large way or of perceiving and revealing beauty. It will need several academic generations before we can equip our schools and colleges with teachers who will make classical studies again deserve the name of the humanities. Yet, lest I be misunderstood, let me explicitly declare that the line of great teachers of these subjects has never died out.

In the new English Education Bill which I have already quoted there is an interesting piece of evidence that the synthesis of the new and old cultures has already made progress. In it the humanities are defined as those studies which shall acquaint the student "with the capacities and ideals of mankind, as expressed in literature and art, with its achievements and ambitions as recorded in history, and with the nature and laws of the world as interpreted by science, philosophy, and religion." Such a definition summarizes with admirable conciseness and comprehensiveness the aim of education regarded as a storing of the mind with the things a cultivated person ought to know. It seems to me an adequate definition of the academic opportunity we set out to discuss from the point of view of knowledge.

There are, however, other points of view. The insistence upon what knowledges are to be taught is apt to result in one of the main defects of our education to-day, the too exclusive cultivation of the receptive attitude. It is not without significance that the non-academic occupations of our undergraduates are commonly spoken of as "student activities," as if the classrooms were the scene merely of student passivities. The training of the present generation of college

teachers has been such that we are not likely to have too little emphasis on the need for a solid basis of fact in our scholarship. More necessary is it to dwell on the importance of eliciting the idea behind the facts, of teaching the significance as well as the dates of events. There is some ground for the criticism that the American scholar of to-day is more distinguished for what he knows than for what he thinks. In a woman's college especially it is necessary to guard against excessive docility; to avoid *ex cathedra* pronouncements; to seek to rouse doubt, objection, resistance, that the student may become accustomed to do her own thinking and be trained rigorously to accuracy in that thinking. From the earliest stages of education, the effort should be made to call forth active curiosity as to the meaning and relation of every fact that is taught.

Such a discipline is highly contributory to that full and free development of personality which in one aspect is the aim of all education. It is of the highest importance both to society and the individual that each person should acquire such power of self-expression as to count for what she is worth in the community. We may well ask, therefore, what other elements in college training can be used for this end.

The answer is to be found, I believe, in the arts. One of these, the art of writing, is already admitted to all curricula. Its universal acceptance, however, is due rather to the fact that it is an indispensable tool for other subjects than because it is itself an art, and so a means of self-expression. For the purpose under discussion, however, the art of writing is to be treated not merely as a formal exercise in correctness and elegance, or as the means by which other people's opinions are reproduced, but as a channel through which the reactions of the student, emotional as well

as intellectual, to all her other studies and to her experiences in life may find utterance. The teaching of this subject may be so developed as to become the focus of the student's whole intellectual life, the point where she interrogates herself as to what all she is doing and learning amounts to, what is its significance to her personally.

The recognition of music and the fine arts, especially on the side of practice, as legitimate parts of the academic curriculum has been slow and reluctant in modern times, though familiar enough to the Greeks. The reluctance has been due in part to the tendency already mentioned to emphasize the passive view of education as something done to the student and not by her, partly to the defect of scholarship, especially orthodox academic scholarship, in many of the teachers of these subjects, partly to low scholastic standards. It is true that it is harder to examine rigorously the results of an attempt to inculcate good taste in letters or music or art than to test a knowledge of Latin paradigms or mathematical demonstrations. But examinations are a means and not an end, and their applicability is no final test of the educational value of a study. If the results of a good course cannot be gauged by examination, so much the worse for the examination. Apart from the value of the practice of music and art as modes of expression, it may be parenthetically remarked, the appreciation of them and a knowledge of their history is a matter of special importance in the curriculum of a woman's college. Foreign visitors to America seldom fail to observe the great preponderance of women in our concerts and galleries. More and more they are going to be not only the audience and spectators but also the controllers of these things. It is clear that it is of enormous public importance that our educated women

should have discriminating taste and sound scholarship in the whole field of the arts. It is one of the enviable distinctions of Smith College that in these matters it has long held an advanced position, and it would be folly not to take pains that this position should be maintained and deserved.

The agencies for the development of the free expression of personality are not all to be found in the course of study. The manifold organizations of student life are of immense value in preparing women for what I have spoken of as "counting for what they are worth in the community." In the revelation of the practical capacity of the college-trained women which has been made by the war, it may be argued that the power which has been displayed is due as much to these extra-curricular activities as to the purely academic courses. Such activities need control and regulation; but since nothing encourages development so much as responsibility, I hope that this regulation may be entrusted more and more to the discretion of the students, individually and corporately. The same principle applies to the whole matter of conduct. We have to look forward to the granting of more rather than less liberty to the undergraduate, and make it clear that this is no place for those who cannot be trusted with liberty. President Seelye interpreted our founder's intention as the education of gentlewomen, not the establishing of a misses' finishing school, and we will not now reverse his policy.

So far I have been discussing aims and methods on the assumption that the purpose of such a college as this is agreed to be purely cultural. But it is useless to ignore the fact that there has been for a number of years a powerful movement to bend our educational institutions, from the high school up, to utilitarian

purposes, to the preparation for earning money in trades and professions. The movement has so far had more effect on the men's colleges, and has in some cases resulted in the telescoping of the course of liberal arts with professional courses, in others in the infiltration of so-called vocational studies and methods among the cultural studies. The pressure on the women's colleges was for a time retarded by the establishment of such admirable institutions as Simmons College; and one cannot too strongly approve the principle of the setting up of colleges of a variety of types, each good in its kind, instead of attempting all kinds of training in each institution. But the war has added to the force of the demand that the college graduate should be ready for immediate technical service, and it is more than likely that when peace comes we shall all have to reconsider our positions on this question and defend our conclusions.

We should recognize at once that in one respect we have been long vocational; we have prepared large numbers for the vocation of teaching. We have a few courses explicitly announced as for teachers; but the vocational element has pervaded our curriculum and determined the choice of studies far more than is indicated by these special courses. The newer question, however, concerns other vocations, many of them of such a nature that the preparation for them cannot be justified on cultural grounds. It is perhaps rash to commit oneself on a matter that is sure to be affected by circumstances after the war which no one can clearly foresee. But some principles may be tentatively laid down.

Where a subject can be taught so that it will gain a professional value without lessening its effect in stimulating and training thinking and in broadening the intellectual outlook, I see no reason why it should

not be so taught. This is done in some departments now, and a large part of our success in meeting the new situation will depend on our skill in devising courses and methods that will serve adequately the double purpose. But in general the college of the type to which Smith belongs will continue to be properly engaged in developing personality and in providing the background and the intellectual aptitude rather than the technical equipment of the expert. There are many vocational subjects of which all the underlying principles and the fundamental knowledge can be fully provided in a cultural course, and the professional application added in a comparatively short time. But to introduce a considerable element of purely professional studies and students would almost certainly entail a reduction of that element of disinterested curiosity in things and ideas which it is one of the main purposes of the college to cultivate.

There is, however, an extension of our present activities which I may be permitted to suggest here. The vocation which we of the cultural colleges are oftenest reproached with not preparing for is the domestic. Personally I should deplore the introduction among our winter studies of a department of what is called Domestic Science. But in our courses in hygiene, zoölogy, botany, chemistry, and fine arts we already provide a large part both of the training and the knowledge involved in such a department. I believe it would be possible to draw these things to a focus and give them a practical application in a comparatively short course following graduation—a course very much shorter than is required in vocational schools because it would be administered to students already to a large extent trained and informed. Such a course might well be conducted here each summer for the students who had just graduated—not an

exhaustive course for teachers of the science, but a concentrated one adequate for the prospective practitioners of the art.

I have used the greater part of my time in discussing the undergraduate and the curriculum because the college is for the student. But even in so superficial a survey as this, a glance is due at the other bodies which constitute the institution.

First, the faculty. Thanks to the increase of endowment under the administration of President Burton, the college now approximates the average of one teacher to ten students which is regarded as adequate. As a further increase in the number of students is neither to be expected nor desired, and as more rigorous selection of entrants may reduce the freshman classes considerably, it is to be hoped that this proportion may be maintained.

There is room in the American college faculty for a variety of talent. Sound scholarship and teaching ability are of course desirable in all, and it would be fatal to the intellectual temper of the college if we failed to maintain and recruit the group of distinguished productive scholars on whom our standing in the learned world depends. To do this against the allurements of richer and better equipped rivals is not always easy; but something can be done by making the hours of teaching reasonable and the burden of administration light.

But the great teacher is almost as rare as the great scholar, and for the undergraduate student is of even greater immediate importance. Smith has had on its faculty a succession of personalities whose influence in the classroom and out of it is perhaps the most gratefully remembered of all the benefits to which alumnæ look back. Good scholars can usually be found by searching; great teachers are the gift of

heaven. All we can do is to cherish those we have and hope for more.

The life of the college is indebted also to those members of the faculty who serve it in the details of administration, and who bring their experience and sagacity to bear on the thousand and one petty problems on whose solution depends so largely the smooth running of the machine. It is the duty of the administration to watch lest such occupations absorb too much of the time and ability that are due first to teaching and study.

The faculties of American colleges have of late years been asserting their right to be regarded as one of the governing bodies of their institutions, not merely as aggregations of men and women engaged to perform particular services. The full and free recognition of this right will surely be all to the advantage of the colleges, giving them the benefit of much expert knowledge and increasing the dignity and *esprit de corps* of the faculties themselves. It may further be expected that it will encourage broader thinking on the problems of education as against thinking in terms of the individual teacher or department.

Next, the *alumnæ*. The discovery of the graduate as a pillar of the college is one of the achievements of the American system. Nowhere else in the world, I believe, is the loyalty of the alumni so important a factor in the growth and influence of academic institutions. Already their services are recognized by the granting to them of a voice in the government of the college; and it appears probable that the gratitude which at present manifests itself in sporadic gifts may ultimately become organized, and that the body of graduates will see it to be their duty to undertake the systematic increase of resources which is demanded by every flourishing institution. There are evidences

also of a tendency on the part of the *alumnæ* of the various colleges to associate themselves in good works for the community apart from the college, and certainly there could be no greater testimony to the value of the education given by an institution than the activity of its graduates in the elevation of our common life. Here again the war has operated, and there is no more distinguished instance of the tendency I am speaking of than that afforded by the heroic achievements of the Smith College Relief Unit in France.

Of the Board of Trustees, the remaining element constituting the college, I refrain from speaking. I have been so short a time within range close enough for the observation of that august body, that I do not feel myself justified in discussing either its accomplishments or its possibilities, farther than to hint that as its range of vision has been widened and its vitality increased by the appointment of nominees of the *alumnæ*, the same principle might be extended by the appointment of nominees of, but not from, the faculty. The point of view of the teacher, supposed to be represented by the president, is apt to be lost sight of as his days of active teaching recede into the distance; yet it is obvious that no single point of view is more important in determining the general policy of an institution of learning.

In this attempt to indicate the main lines of policy which it seems to me advisable to follow in Smith College, I am painfully conscious of the doubtfulness of some of the ideas, of the hopeless triteness of others, of my own inexperience and inadequateness in dealing with all. I have felt these last months that a man's inaugural address should be written by his predecessor. "Let not him that girdeth on his armour boast himself as he that putteth it off." So, despairing of expressing in my own words those essential things, those "durable satisfactions of life," to use the phrase

of our honored guest, for which this college has stood and, as far as I can compass it, will continue to stand, I close with the words of the great scholar I have already quoted. "All these things are good," he says, after enumerating the worthy desires of many men's hearts, "all these things are good, and those who pursue them may well be soldiers in one army or pilgrims on the same eternal quest. If we fret and argue and fight one another now, it is mainly because we are so much under the power of the enemy. . . . The enemy has no definite name, though it is certain we all know him; he who puts always the body before the spirit, the dead before the living; who makes things only to sell them; who has forgotten that there is such a thing as truth, and measures the world by advertisement or by money; who daily defiles the beauty that surrounds him and makes vulgar the tragedy; whose innermost religion is the worship of the lie in his soul. The Philistine, the vulgarian, the great sophist, the passer of base coin for true, he is all about us and, worse, he has his outposts inside us, persecuting our peace, spoiling our sight, confusing our values, making a man's self seem greater than the race and the present thing more important than the eternal. From him and his influence we find our escape by means of old books into that calm world of theirs, where stridency and clamor are forgotten in the ancient stillness, where the strong iron is long since rusted, and the rocks of granite broken into dust, but the great things of the human spirit still shine like stars pointing man's way onward to the great triumph or the great tragedy, and even the little things, the beloved and tender and funny and familiar things, beckon across gulfs of death and change with a magic poignancy, the old things that our dead leaders and fore-fathers loved, *viva adhuc et desiderio pulciora*, living still and more beautiful because of our desire."

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